After Dyslexia Screening:
There’s Work to Be Done – Let’s Go!

Jan Wasowicz PhD, CCC-SLP ~ April 18, 2018

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Introductions

Jan Wasowicz, Ph.D., CCC-SLP
Speech-language pathologist
Licensed SLP in Illinois; Licensed professional educator w/ multiple endorsements from the State Teacher Certification Board of Illinois
Founder, Learning By Design, Inc.
Inventor, Earobics
Author, SPELL-2; SPELL-Links to Reading & Writing

Disclosures

Financial disclosure:
Dr. Wasowicz is the founder, president and CEO of Learning By Design, Inc., the publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing. She receives a royalty from the sales of these products.

Non-financial disclosure: The presenter has no nonfinancial relationships to disclose.

The Pearson Assessment Division, the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists. Course information will cover information that pertains to the effective and appropriate use of products published by Learning By Design, Inc., including the SPELL-2, SPELL-Links to Reading & Writing, and SPELL-Links Class Links for Classrooms. The presenter may also present information about Shaywitz DyslexiaScreen and/or other products published by Pearson Assessment.
Overview & Objectives

SPELL-Links™
PROFESSIONAL DEVELOPMENT

Screening  Assessment  Intervention  Monitoring  Outcomes

Universal Screening

SPELL-Links™
PROFESSIONAL DEVELOPMENT

Universal Screening

Identify students at risk for reading and/or writing problems; at risk for dyslexia.
Universal Screening

Screening Tools
The Pearson toolkit for dyslexia screening includes the following measures:
- Shaywitz DyslexiaScreen™
- Wide Range Achievement Test, fifth edition (WRAT®5)
- Kaufman Test of Educational Achievement, third edition (KTEA®-3), Brief Form
- Dyslexia Index scores, newly developed for the KTEA-3 Comprehensive Form and the Wechsler Individual Achievement Test®, third edition (WIAT®-III)

Universal screening data is used to make informed decisions about intervention and progress monitoring to follow.

Diagnostic Assessment

Go deeper. Understand in which specific areas the student struggles; make data-based decisions for interventions and progress monitoring.
Diagnostic Assessment Tools

The Pearson toolkit for dyslexia evaluations includes four diagnostic achievement tests:

- Kaufman Test of Educational Achievement™, third edition (KTEA™-3) Comprehensive Form
- Process Assessment of the Learner, second edition: Diagnostics for Reading and Writing (PAL-II Reading and Writing)
- Wechsler Individual Achievement Test®, third edition (WIAT®-III)
- Woodcock Reading Mastery Tests, third edition (WRMT®-III)
Diagnostic Assessment

Go even deeper. Pinpoint WHY and under what conditions a student struggles with reading and/or writing; obtain data needed to establish intervention goals precisely matched to a student’s specific needs.

PHONOLOGY & PHONOLOGICAL AWARENESS

SOUND-SYMBOL ASSOCIATIONS

MORPHOLOGY

SYNTAX

SEMANTICS
Which patterns? What level / word type? Which type of multi-linguistic instruction is needed?

Link data to specific lessons (target pattern), level, and activities (type of instruction).
Structured Literacy Instruction

- Systematic
- Cumulative
- Explicit Instruction
- Diagnostic Teaching

Targeted Intervention

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Targeted Intervention

Appendix E

Performance-Based Instruction Plan & Progress Record

Student Name: Ethan W.

Directions:
- Write the student name in the space provided.
- Click all SPELL Links to the lesson for the student to complete the lesson. If using SPELL, these lessons are listed in the SPELL links reference activities manual.
- Highlight the intervention tasks the student has completed each lesson for this student. The spell links are in working order and should be completed and dated by the identified lesson and the SPELL links reference activities manual.

Lesson Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Phonological Awareness (PA)</th>
<th>Orthographic Knowledge (OK)</th>
<th>Mental Orthographic Images of Words (MOI)</th>
<th>Semantic and Vocabulary Knowledge (SVK)</th>
<th>Morphological Awareness and Knowledge (MAK)</th>
<th>Sounds</th>
<th>Letters</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Task 1</td>
<td></td>
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<td>Task 2</td>
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<td>Task 3</td>
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<td>Task 5</td>
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<td>04/19/2018</td>
<td>Task 6</td>
<td></td>
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</tbody>
</table>

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Targeted Intervention

SPELL-Links™
to Reading & Writing

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Short /e/ Sound in CVC Words

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SESSION 3C

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SPELL-Links™ to Reading & Writing

Lesson 21
Short Vowel Sound as in bed, head

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   3-18

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   3-20

3. Sort It Out
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   3-30

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SPELL-Links™ to Reading & Writing

Lesson 22
Short Vowel Sound as in bed, head

2. Hear Here
   Strengthen the ability to discriminate between different vowel sounds and to map letters to the short vowel /a/ (as in want)

Performance Objective:
   The student will recognize the /a/ vowel sound in spoken words and will identify the letter or letters that represent the /a/ vowel sound in the words with words passively. The student will explain one strategy for spelling the /a/ sound.

Materials Needed:
   - Word list
   - Index cards
   - Word and answer
   - Writing paper
   - SPELL-Links™ Strategy Sheets
   - Timer
   - Recorder
   - Student’s Work Folder

Teaching Procedure:
1. Gather the materials.
2. Prepare a word list on the teacher’s desk. Let each student or list on index card. Be sure to use real-time word list (the first time you present this activity to the student). If you are using a word list, prepare a word list for the word in the row of the word is followed by the other (e.g., “here” vs. “there”).
3. Show the cards and then arrange them so that words in which the vowel sound is matched letters, “a”, OR will be presented last.
4. Review the directions for the activity.

DID YOU KNOW?
   The student’s work is scored as correct or incorrect with the short vowel /a/ sound.
   The student’s work is scored as correct or incorrect with the short vowel /a/ sound.
   The student’s work is scored as correct or incorrect with the short vowel /a/ sound.
   The student’s work is scored as correct or incorrect with the short vowel /a/ sound.
   The student’s work is scored as correct or incorrect with the short vowel /a/ sound.
Targeted Intervention

2. Hear Here

Learning Objective: Develop the ability to discriminate between different vowel sounds and to map letters to the short vowel sound /i/ sound.

Performance Objective: The student will recognize the /i/ vowel sound in spoken words and will identify the letter or letters that represent the /i/ sound in the words with /i/ sounds. The student will explain one strategy for spelling the /i/ sound.

Materials Needed:
- Word list
- Index cards
- Random letter
- Writing paper
- Pencil and marker
- Segments of index cards
- Segment for sound (starts)

Targeted Intervention

Lesson 11

2. Hear Here

Learning Objective: Develop the ability to discriminate between different vowel sounds and to map letters to the short vowel sound /i/ sound.

Performance Objective: The student will recognize the /i/ vowel sound in spoken words and will identify the letter or letters that represent the /i/ sound in the words with /i/ sounds. The student will explain one strategy for spelling the /i/ sound.

Materials Needed:
- Word list
- Index cards
- Random letter
- Writing paper
- Pencil and marker
- Segments of index cards
- Segment for sound (starts)

Teacher Preparation:
- Gather the materials.
- Print each word from the Targeted Intervention list on an index card.
- Review the words and the segment for the /i/ sound.
- Write the letters in the sound segment for the /i/ sound.
- Have the student identify the /i/ sound.
- Review the directions for the activity.

Directions for the Activity:
- Distribute the index cards containing words that contain the /i/ vowel sound and the segment for the /i/ sound.
- Read each word to the student.
- The student identifies the /i/ sound.
- The student identifies the letter that represents the /i/ sound.
- The student writes the letter /i/.
Targeted Intervention

Appendix E
Performance-Based Individual Plan & Program Record

Ethan W.

Scorecard:

- Initials: EWH
- Targeted: 3-21
- Interventional Plan:
  - Short Vowel Sounds
    - as in bed, head

<table>
<thead>
<tr>
<th>Lesson</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read &amp; Write</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2. Read for Meaning</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3. Write to Communicate</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Target: 3-18
- Initials: 3-20
- Scorecard:
  - Initials: EWH
  - Target: 3-22
  - Interventional Plan:
    - Short Vowel Sounds
      - as in bed, head

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Lesson 21
Short Vowel e Sound as in bed, head

1. Lines & Letters
   - Segmenting Sounds
   - Discriminating Sounds
2. Hear Here
   - Discriminating Sounds
3. Sort It Out
   - Letter-Sound Relationships
4. What's the Pattern?
   - Letter Patterns & Spelling Rules
5. Take Time to Inspect the Rime
   - Vocabulary, Mental Images of Words
6. Picture This!
   - Mental Images of Words
   - Annotated Journal Page
   - Writing Activities
   - Reading Activities

3-18
3-20
3-22
3-24
3-26
3-28
3-30
36-1
57-1
**Progress Monitoring**

**Appendix E**

**Performance-Based Instruction Plan & Progress Monitor**

**Student Name:** Ethan W.

**Description:**

1. Write the student’s name in the space provided.
2. Copy all SPELL Links lessons to the correct column to be completed by this student. If using SPELL Links, these lessons are listed in the SPELL Links Instruction Plan (Appendix B).
3. Maintain the checklist for the activity path which you are in each lesson for this student. (If using SPELL Links, the activity area activity is marked by a check mark for the progress of this column on the SPELL Links Instruction Plan.)
4. Maintain activity progress. Leave a check mark on the checklist to indicate that the student did no struggle with the activity or to indicate that the activity was not applicable.
5. Upon completion of a lesson, fill in the corresponding spelling and reading activities, number the lesson number and enter the data (progress monitoring record).
6. Track the progress of lessons in the order listed. There is an ongoing progress monitoring data collected by individual progress monitoring (PPM) form.

<table>
<thead>
<tr>
<th>Model</th>
<th>Color</th>
<th>Letter</th>
<th>Words</th>
<th>Writing</th>
<th>Words in Reading</th>
<th>Graph</th>
<th>Graph</th>
<th>Level</th>
<th>Spelling</th>
<th>Phonics</th>
<th>Rate</th>
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</tbody>
</table>

**Assess response to intervention and adjust intervention plan as needed.**
Progress Monitoring

**Appendix E**

**Performance-Based Instruction Plan & Progress Monitor**

**Model Name:**

1. Write the student's name in the space provided.
2. Code all of spell-linked lessons that the student will be taught by the student. If using SPELL-ar, these lessons are listed in the SPELL-ar instructional planning Matrix.
3. Identify the instructional plan by the lesson and the student will be taught. For this example, the selected lesson activity is the word analysis component (where the blue box is green) in the SPELL-ar instructional planning Matrix.
4. Follow the step-by-step implementation plan to indicate the instruction that was used.
5. Under completion of the lesson and the corresponding reading and writing activities, enter the reading and writing performance measures (RWM) and enter the data according to lesson plan.
6. Enter the lesson plans in the reader bowl. For spelling and writing, the planning data collected by instructional and progress monitoring (IPI) tool is not available.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Instructional Plan</th>
<th>SPI</th>
<th>WVT</th>
<th>RWM</th>
<th>SWPM</th>
<th>RWM</th>
<th>RWM</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Word Analysis</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
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<tr>
<td>Lesson 2</td>
<td>Sentence Construction</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Phonemic Awareness</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
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<td>Lesson 4</td>
<td>Syntax Analysis</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
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</table>

**Targeted Intervention**

**SPELL-Links™**

**to Reading & Writing**

**Data-driven implementation**
## Progress Monitoring

### Appendix E

**Performance-Based Instruction Plan & Progress Monitor**

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Objectives**

1. Identify the student's name in the space provided.
2. Staff complete the lesson in the module of activities to be completed by the student. If using SPELL Links, these lessons are listed in the SPELL Links lesson plan (see page 22).
3. Mark the checklist for the activity part of the lesson that the student will complete. If using SPELL Links, the electronic activity is the subject that is included in the box in the lesson plan (see page 22). A green check mark indicates that the student did not complete the checklist or activity.
4. When completed, record the lesson in the corresponding line of the lesson plan. In the case of SPELL Links, submit the completed lesson plan (see page 22) and enter the date completed and the score.

**Observations**

1. Check the checklist for the activity part of the lesson that the student will complete. If using SPELL Links, the electronic activity is the subject that is included in the box in the lesson plan (see page 22). A green check mark indicates that the student did not complete the checklist or activity.
2. When completed, record the lesson in the corresponding line of the lesson plan. In the case of SPELL Links, submit the completed lesson plan (see page 22) and enter the date completed and the score.

**Scores**

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Scores</th>
</tr>
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<tbody>
<tr>
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</table>

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Progress Monitoring Tools

The Pearson dyslexia toolkit for progress monitoring includes the following tools:

- Growth scale values: provided in the KTEA-3, WIAT-III, WRAT-5, WRMT-III, PPVT-4, and EVT-2
- Relative Performance Index scores: provided in the WRMT-III
- aimsweb™Plus
Structured Literacy Instruction

- Phonology
- Phonics
- Syllable Instruction

- Morphology
- Syntax
- Semantics

Structured Literacy Instruction

- Systematic
- Cumulative
- Explicit Instruction
- Diagnostic Teaching

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Know the Research

Teaching Literacy Using a Multiple-Linguistic Word-Study Spelling Approach: A Systematic Review

Julie Wolter
University of Montana, Missoula

Dr. Julie Wolter
University of Montana, Missoula

This is a 5th-grade, fourth-grade boy who has completed a language and literacy assessment with his school's multidisciplinary team. Since first grade, he has received speech and language services for executive function issues, and focused education services for reading. His scores were consistently low and he had difficulty with phonological awareness, phonemic awareness, and decoding skills. He was identified as a struggling reader and was placed in a small group for intervention. He had difficulty with spelling, organizing, and sequencing. He was given a spelling test and asked to write the word ten time. He was asked to write the word in cursive and asked to write the word in cursive.

Wolter, EBP Briefs, 2009

Know the Research

The Impact of Transcription Writing Interventions for First-Grade Students

Jeanne Wanzek1, Brandy Gatlin2, Stephanie Al Otaiba2, and Young-Suk Grace Kim1

Vanderbilt University, Nashville, Tennessee, USA; 1Georgia State University, Atlanta, Georgia, USA; 2Southern Methodist University, Dallas, Texas, USA; 3University of California, Irvine, Irvine, California, USA

1st grade, lowest 70%, small group, 25 mins 4z/week for 8 weeks; moderate to large effect sizes in curriculum based writing measures (correct word sequences) and WJ spelling.
Let’s Go!

Screening  Assessment  Intervention  Monitoring  Outcomes

Let’s Go!